

ABSTRAK**PERMASALAHAN SEKOLAH DASAR INKLUSI KELAS BAWAH DI
SD “MENTARI PAGI” WILAYAH KABUPATEN SLEMAN****Ely Kurniawati****Universitas Sanata Dharma****2018**

Sekolah dasar inklusi adalah sekolah yang memberikan pelayanan pendidikan khusus dan reguler di dalam satu sistem sekolah sehingga setiap peserta didik mempunyai kesempatan yang sama untuk mengembangkan potensinya. Tujuan penelitian ini adalah mendeskripsikan permasalahan sekolah dasar inklusi kelas bawah di SD “Mentari Pagi” wilayah Kabupaten Sleman.

Penelitian ini merupakan penelitian kualitatif dekriptif dengan subjek penelitian guru kelas bawah. Metode yang digunakan adalah studi kasus. Teknik pengumpulan data yang digunakan yaitu metode wawancara semi terstruktur, observasi, dan dokumentasi. Instrumen penelitian yang digunakan adalah kisi-kisi wawancara, pedoman observasi, dan lembar checklist dokumen. Teknik analisis data yang digunakan yaitu reduksi data, penyajian data, serta penarikan kesimpulan. Untuk menguji keabsahan data digunakan uji kredibilitas dan triangulasi data, sumber, dan teknik penelitian.

Hasil penelitian menunjukkan bahwa dari delapan aspek sekolah inklusi SD “Mentari Pagi” baru memenuhi satu aspek yaitu penataan kelas yang ramah anak. Permasalahan di SD “Mentari Pagi” yang peneliti temukan yaitu sekolah belum menerima semua tipe anak berkebutuhan khusus, belum ada guru pendamping khusus ketika PPDB, sekolah belum menyediakan fasilitas khusus bagi siswa berkebutuhan khusus, guru belum memiliki pemahaman mengenai sekolah inklusi, belum ada proses identifikasi ketika peserta didik masuk, sekolah belum memodifikasi kurikulum bagi siswa berkebutuhan khusus, sekolah belum merancang bahan ajar dan kegiatan pembelajaran khusus bagi siswa berkebutuhan khusus, sekolah belum melakukan *screening* secara berkala, sekolah belum memaksimalkan penggunaan media pembelajaran adaptif, sekolah belum melakukan diagnosis kelayakan atas layanan pendidikan khusus, belum ada evaluasi pengajaran khusus, perbedaan KKM, bentuk, jumlah, dan waktu pengerjaan soal evaluasi bagi siswa berkebutuhan khusus dengan siswa lainnya.

Kata kunci: Sekolah dasar inklusi dan permasalahan penyelenggaraan sekolah dasar inklusi

ABSTRACT

***THE DIFFICULTIES OF THE LOWER CLASS OF AN INCLUSIVE
ELEMENTARY SCHOOL AT MENTARI PAGI ELEMENTARY SCHOOL IN
SLEMAN REGENCY***

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Inclusive elementary schools are schools that provide specialized and regular education services within school systems so that learners have equal opportunities to develop their potential. This study aims to describe the problem of the lower class of an inclusive elementary school at Mentari Pagi Elementary School in Sleman Regency.

This research was a descriptive qualitative research which involved lower grade teachers as its subject. The method employed was a case study. The data gathering techniques used were a semi-structured interview, observation, and documentation. The research instruments used were an interview grid, observation guidance, and document checklist sheet. The data analysis techniques used were a data reduction, data display, and summary. To verify the data validity, a credibility test, data triangulation, sources, and time were integrated.

The result of the research showed that Mentari Pagi Elementary School only fulfilled one out of eight aspects of inclusive schools system which was a child-friendly class arrangement. The problems found were that the school did not accept special need students, had no special escort teachers in the registration session, did not provide supporting facilities, had no teachers who understood inclusive schools well, had no identification process in the registration session, had no modified curriculum, had no particular materials and learning activity, did not do regular screenings, did not maximize the use of adaptive learning media, did not do the feasible checking for the education services, and had no distinctive evaluation toward the minimum scores, form, quantity, and time for the special need students doing their work.

Keywords: students with special needs, inclusive school problems